

Publisher:

Program Title:

Components:

Language:

**California State Board of Education  
2003 Foreign Language Primary Adoption  
LANGUAGE LEARNING CONTINUUM FORM**

**STAGE III**  
**Grade Level:**

PUBLISHER EXEMPLARS			FOR IMAP USE ONLY		
Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery	Meets Criterion
<b>Function</b>	<ul style="list-style-type: none"> <li>• Students clarify and ask for and comprehend clarification.</li> <li>• Students express and understand opinions.</li> </ul>				
	<ul style="list-style-type: none"> <li>• Students narrate and understand narration in the present, past, and future.</li> <li>• Students identify, state, and understand feelings and emotions.</li> </ul>				
<b>Context</b>	<ul style="list-style-type: none"> <li>• Students converse in face-to-face social interactions and in simple transactions on the phone.</li> <li>• Students listen during face-to-face social interactions and listen to audio or video texts.</li> </ul>				
	<ul style="list-style-type: none"> <li>• Students read short stories, poems, essays, and articles.</li> <li>• Students write journals, letters, and essays.</li> </ul>				

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Continuum Category	Continuum Text	Introduced	Practiced	Taught to Mastery	Meets Criterion
Text Type					Evaluator Notes
	<ul style="list-style-type: none"> <li>Students use strings of related sentences when speaking.</li> <li>Students understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners when listening.</li> <li>Students create paragraphs when writing.</li> <li>Students acquire knowledge and new information from comprehensive, authentic texts when reading.</li> </ul>				
<b>Content</b>	<ul style="list-style-type: none"> <li>Students can understand and convey information about cultural, personal, and social topics (history, art, literature, music, current affairs, and civilization, with an emphasis on significant people and events in these fields, career choices, the environment, social issues, and political issues).</li> </ul>				

The template for Accuracy is organized differently than other parts of the **Language Learning Continuum Form**. The Accuracy portion of the continuum form is student assessment. Publishers are asked to indicate, through exemplars, where in the program teachers would find culminating activities where students demonstrate each of the items indicated under the Continuum Text.

*Please note: The shaded area of the form is reserved for use by Instructional materials Advisory Panelists. Publishers fill in the Exemplar column only.*

<b>Continuum Category</b>	<b>Continuum Text</b>	<b>Publisher Exemplars</b>		<b>FOR IMAP USE ONLY</b>	
		Meets Criterion		Y	N
Accuracy*	<ul style="list-style-type: none"> <li>Students tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning.</li> <li>Students generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words, as well as patterns of mispronunciation and intonation.</li> <li>Students generally use culturally appropriate behavior in social situations.</li> <li>Students are able to understand and retain most key ideas and some supporting detail when reading and listening.</li> </ul>				

\* The purpose of this category is to assess student progress along the Language Learning Continuum.